

Appendix 9: Tracheostomy Competency framework (adapted from NTSP) framework)

Competencies for staff caring for patients with tracheostomies or laryngectomies

Guidance for practice and assessment of tracheostomy management

- Nurses who have identified tracheostomy management as a learning and development need should attend a tracheostomy workshop/ undertake reading/ consult the tracheostomy Intranet site/ practice with an experienced nurse to develop theoretical understanding and practical skills
- This competency is detailed however this can be assessed over a period of time, ideally within a one month time period.
- On final successful assessment of all 17 elements the nurse should inform the ward/ department leader in order that records can be updated.
- Assessments for this competency can be completed by: tracheostomy link nurses, ward leader, critical care outreach team (CCOT), practice educators.
- Practical elements of the assessment should involve at least two patients to reflect the diverse needs of tracheostomy patients. If needed a tracheostomy model can be obtained from CCOT bleed via switchboard
- Element 15 and 16 should be undertaken in clinical areas with appropriate patients

No.	Key skills	Assessment criteria	signature	Date achieved
1.	Discusses indications for having tracheostomy or laryngectomy tube in situ	Identify reasons for insertion Discuss benefits to patient Discuss the different techniques for insertion Discusses how tracheostomy / laryngectomy can alter the normal physiology of the patient (including swallow) and why humidification is an essential component of care		

2.	Can discuss complications of tracheostomy or laryngectomy tube in situ	Altered physiology Secretions Bleeding Hypoxia		
3.	Discusses types of tracheostomy tubes, their use, and advantages and disadvantages of each type.	Identifies different tube types from a display and/or pictures, the rationale for choice of tube, including cuffed, uncuffed, subglottic,, fenestration, extendable flange and silver negus tubes Discuss the principles of cuff safety		
4.	Discuss the “ RED FLAG ” indicators that may represent tracheostomy problems	Discuss red flag indicators that represent tracheostomy problems e.g. inability to pass suction catheter, vocalising with the cuff up, added sounds. Increasing respiratory distress, work of breathing increased oxygen requirement		
5.	Demonstrates the ability to perform tracheal suction	Identifies the needs for suction Assembles correct equipment – including correct size of catheters and suction pressure Demonstrate and understand the need for aseptic non touch technique throughout Explains the procedure to the patient Demonstrates good suction technique Evaluates the effectiveness of suctioning Demonstrate the correct documentation and reporting as necessary		

6.	Demonstrates and discusses the nursing care for a patient with a tracheostomy	<p>Discusses the set up of the bed space</p> <p>Discuss the importance of humidification</p> <p>Demonstrate the ability to care for tracheostomy tubes including cleaning of the inner tube</p> <p>Can discuss subglottic aspiration</p> <p>Discuss the care of the stoma including appropriate selection of dressings and tapes</p> <p>Management of cuff pressure</p> <p>Patient positioning and comfort</p> <p>Can discuss mouth care for of tracheostomy or laryngectomy pts</p> <p>Discuss issues with communication</p> <p>Discuss the role of Speech language therapy in assessing swallow reflex</p> <p>Can discuss the role of the Physiotherapist in weaning the patient</p>		
7.	Discuss and demonstrate the use of the emergency equipment needed for a tracheostomy emergency	<p>Assemble the equipment required at the bedside and describe their use</p> <p>Discuss where the emergency equipment and fibre optic scope are located</p> <p>Discuss their role in an emergency situation</p> <p>Demonstrates understanding of the use of all equipment</p>		
8.	Demonstrate understanding the emergency algorithm for tracheostomy patients	<p>Demonstrate use of the emergency algorithm</p> <p>Understands the importance of each step</p> <p>Demonstrates the need to get help immediately</p>		
9.	Demonstrate understanding the emergency algorithm for Laryngectomy patients	<p>Demonstrate use of the emergency algorithm</p> <p>Understands the importance of each step</p> <p>Demonstrates the need to get help immediately</p>		

10.	Can safely transfer a patient	Can effectively identify and assemble correct equipment All equipment is in good working order Identify and ensure that all personnel required Communicate with receiving department Effective handover takes place ensuring any ongoing issues are identified and communicated		
11.	Demonstrates correct documentation and reporting as necessary	Refer to local policy and guidelines Accurate recording of observation charts and tracheostomy pathway Use of bed signs Clear legible timely documentation		
12.	Communication Assesses most appropriate form of communication for the patient and discusses rationale	Considers different communication methods Is able to reassess as patient condition changes Can discuss how a one way valve works and when they are indicated and contraindicated Can discuss when and how to refer to SLT		
13.	Weaning Identifies when weaning can begin and discusses influencing factors	Uses appropriate methods of weaning for each patient and monitors patient for tolerance Discusses patient safety issues relating to weaning		
14.	Tube change	Can identify when a tube change is indicated Can assemble equipment required Understands the use of the tube change prompt card Demonstrates appropriate management of the patient following change of tube Updates the documentation and bedsigns NTSP Manual 2013 (tracheostomy.org.uk)		

15.	<p>*Decannulation</p> <p>Identifies when a patient is suitable for decannulation in discussion with medical staff and AHP.</p> <p>Can discuss potential complications</p>	<p>Can state the standards for decannulation</p> <p>Assemble the correct equipment for decannulation</p> <p>Identifies personnel required to assist/ support during the procedure</p> <p>Demonstrates the procedure safely and correctly</p> <p>Discuss the possible complications e.g. ineffective cough, aspiration, exhaustion</p> <p>Demonstrates decannulation technique with a patient or model</p> <p>Demonstrates appropriate management of the patient and their stoma following decannulation</p>		
16.	<p>*Discharge planning for a patient with a tracheostomy</p> <p>Plans the discharge of a patient with a tracheostomy</p> <p>Assesses patient requirements for support, education, supplies & equipment</p>	<p>Ensures appropriate communication with patient, family and community team</p> <p>Organises patient follow-up as appropriate</p> <p>Ensures adequate supplies available for the patient on discharge</p>		